

Department of the Army
Headquarters, U.S. Army
Sustainment Command
1 Rock Island Arsenal
Rock Island, IL 61299-6500

ASC Pamphlet 600-1

7 Jun 07

Civilian Personnel
ASC MENTORING PROGRAM

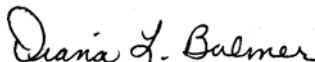
Applicability. This publication applies to all US Army Sustainment Command (ASC) headquarters (HQ) organizations.

Proponent. The Asst Chief of Staff for Human Resource Management, G-1, is the proponent. Users may send comments and recommendations to HQ ASC, ATTN: AMSAS-HRT, 1 Rock Island Arsenal, Rock Island, IL 61299-6500, or email rock-amsas-hrt@conus.army.mil.

Distribution. This publication is approved for electronic distribution from <http://www.aschq.army.mil/im/rcdsmgt/pubs.htm>.

Superseded Publications. N/A

FOR THE COMMANDER:


DIANA L. BALMER
Chief of Staff

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7 Jun 07

REPLY TO
ATTENTION OF:

DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY FIELD SUPPORT COMMAND
1 ROCK ISLAND ARSENAL
ROCK ISLAND, IL 61299-6500

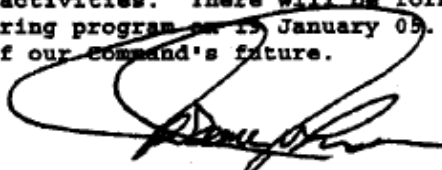
DEC 01 2004

AMSFS-CG

MEMORANDUM FOR All HQ AFSC/JMC Deputies, Directors, and Staff Office
Chiefs

SUBJECT: HQ AFSC/JMC Mentoring Program

1. This program applies to HQ AFSC and HQ JMC organizations.
2. Join me in establishing a HQ AFSC/JMC Mentoring Program. As an organization, we have established a reputation as a proactive leader in developing our workforce, particularly for our exceptional leader development programs. Mentoring fills a critical need that formal education and developmental experiences often lack. It offers us an unparalleled opportunity to build a better Command. If you are a formal leader, in the Command with an in-depth technical experience, you have a responsibility to the Command to "give back" in this important way.
2. I invite all leaders to seriously consider volunteering to serve as a mentor. I expect all leaders to encourage their people to volunteer to become mentors. Mentorship is a key to filling information gaps, and it helps to motivate, educate, and guide our workforce to higher levels of performance.
3. I encourage all members of our workforce to capitalize on the compressed learning curve that mentoring can provide. This is your opportunity to have a permanent, personal linkage with experienced senior leaders who have demonstrated professional competence, outstanding leadership, and technical ability.
4. In most cases, your participation should take no more than an hour of your duty time each week. I have appointed Mr. Tony Sconyers to champion mentoring program activities. There will be formal training kicking off the mentoring program on 15 January 05. Look for the announcements; be a part of our Command's future.



JEROME JOHNSON
Brigadier General, USA
Commanding

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1. Purpose. This pamphlet provides procedures for mentors and mentees, and identifies the roles and responsibilities for participation in the program.

2. References. (The following forms are available from the ASC Forms Web page <http://www.aschq.army.mil/im/rcdsmgt/forms.htm>.)

a. AMSAS Form 600-1, Mentor Application and Statement of Understanding.

b. AMSAS Form 600-2, Mentee Application, Self-Assessment & Statement of Understanding.

c. AMSAS Form 600-3, Mentee Progress Review.

h. AMSAS Form 600-4, Mentoring Program Evaluation.

3. Responsibilities.

a. The G-1 Civilian Education and Leadership Division (AMSAS-HRT), phone x4310, administers the Mentoring Program. The Mentoring Program Manager (MPM) ensures mentors and mentees understand each other's expectations and is aware of what each party hopes to bring to and gain from the relationship. The MPM obtains commitments from mentors and ensure mentors are enthusiastic about the program. The MPM collects the mentor and mentee applications and pairs up the applicants. The MPM also reviews the mentor/mentee partnerships at 1 month, 3 months, 6 months, and 1 year via interviews and/or mentee progress reviews. At the end of 1 year or after participants successfully complete their goals, the MPM arranges for a recognition ceremony where both the mentor and mentee are awarded with a relatively low cost recognition item (to be determined by the MPM).

b. ASC Commander. Command support is important to successful mentoring, and commanders must ensure mentors and mentees participate willingly. The commander, or his designee, will participate in mentoring activities and will meet periodically with mentors and mentees.

c. Immediate Supervisor. The mentee's immediate supervisor creates and maintains a positive environment and his/her comments and recommendations are important. The supervisor may help the mentee prepare the mentee section of their Individual Development Plan (IDP) in conjunction with the mentor. The

supervisor is a good source for knowledge and advice. Supervisory disapproval of employee participation should be rare and in extreme circumstances. Contact the MPM, AMSAS-HRT, x4310, for questions on this.

d. Role of the Mentor. Traditional mentoring in the corporate world has been used by management for many years to enhance the potential of subordinates. It started with a senior employee who developed an interest in the career of a junior or less experienced employee based on potential for higher level management or executive positions. Mentoring is a broad effort that looks to both the career goals of the employee and the future needs of the organization. Mentors can assist the mentee in mastering additional skills, knowledge or abilities in specific areas which enhance their prospects for success. Mentoring relationships may encompass a variety of situations such as civilians mentoring civilians, military mentoring civilians, or civilians mentoring military. The mentor serves as an objective confidant and advisor with whom the mentee may discuss work-related and other concerns related to career development and planning. A mentor is usually, but not always, at least two grades above the mentee to assure an adequate experience and maturity level. The mentor is one who has achieved professional success, acquired self-confidence, and wishes to share his or her experiences with a junior or less experienced employee. It is important to understand that a mentor is not a "molder of clay"; he or she does not attempt to create a clone of themselves, but rather as a role model and source of information and experience that the employee can select from to help to achieve success. The characteristics of a mentor are as follows:

(1) *Global Vision*. The effective mentor has a view of the organization which goes beyond normal day-to-day operations.

(2) *Experience in Networking*. Networking entails the ability to make, maintain, and benefit from wide contacts with the Army, DOD and other executives and managers, both military and civilian, in a variety of career areas, organizations, and levels of management, over an extended period of time.

(3) *Positive and enthusiastic attitude*.

(4) *Standing in the Community*. Mentors are recognized within their own functional and career areas as competent, resourceful, perceptive and dedicated.

e. Role of the Mentee. As a partner in a mentor-mentee relationship, the mentee's role is primary to learn from the experiences and professional attributes of the mentor. However, the mentee's role is not a passive one. The mentee has a responsibility to actively pursue self development. The mentee is not a "sponge" whose main task is to soak up the wisdom of the mentor, but rather one who has set professional goals and seeks the guidance of one or more experienced in achieving these goals. Specifically the mentee:

(1) Objectively evaluates his or her own motivation and sets realistic professional goals.

(2) Makes a firm commitment to benefit from the relationship with the mentor.

(3) Considers carefully the advice and guidance from the mentor, and takes action for self-improvement.

(4) Accepts assignments as appropriate to acquire the needed depth and breadth of experience.

(5) Works with the mentor and immediate supervisor to prepare the mentee portion of their IDP. The IDP is discussed in detail in paragraph 4d below. Also see Appendix A for a sample IDP.

4. Procedures.

a. Mentors. Prospective mentors can document their interest in mentoring by completing and submitting AMSAS Form 600-1 (Mentor Application) to AMSAS-HRT. The AMSAS Form 600-1 is a two-part form to include the application and statement of understanding.

b. Mentees. Prospective mentees can apply to the ASC Mentoring Program by completing and submitting AMSAS Form 600-2 (Mentee Application) to AMSAS-HRT. The AMSAS Form 600-2 is a three-part form to include the application, self-assessment, and statement of understanding. The self-assessment by the mentee will have no bearing on selection for the program. Rather, it will help the mentor decide how to best provide assistance during the mentoring process. Any information given on either the mentee application or self-assessment will not be used outside of the ASC Mentoring Program.

c. Mentoring Relationships.

(1) *The Introductory Phase.* In the beginning of the relationship the mentor and mentee become acquainted. They discuss goals, strengths and weaknesses. The mentee must be open and willing to discuss this without reserve so that they can design a effective program. Both must establish professional acceptability to each other.

(2) *The Development Phase.* Ground rules for the relationship are established, i.e., how, when and where the mentor and mentee will meet, how they will relate to each other, and how advice will be acted upon.

(3) *The Implementation Phase.* In this phase, the mentee learns the skills, knowledge, and abilities from the mentor. This may include "shadowing", i.e., participating in a variety of experiences with the mentor or spending a day or two with him or her going to meetings, conferences, etc. The mentor should communicate well with the supervisor especially when suggesting tasks away from work during duty time.

(4) *Post Development Phase.* This is the phase in which the mentee begins to assert independence from the mentor. At this point the mentor and mentee will realize there is little more for the mentor to share with the mentee.

(5) *Termination Phase.* The final phase is ending the relationship. The important thing is that the professional mentoring relationship be clearly terminated in order that the mentee may continue in their career with self-development or find another mentor.

d. Mentee IDP. Mentoring is a broad effort that looks to both the career goals of the employee and the future needs of the organization. Studies show that mentoring has a positive effect on mentees. Mentees rated themselves as having more influence, power and access to important individuals than employees without mentors. Mentoring provides an effective means of assisting employees to achieve career goals, and of meeting future needs of the organization. The mentor serves as an objective confidant and advisor with whom the associate may discuss work-related and other concerns related to career development and planning.

(1) The employee's traditional IDP (from the Total Employee Development (TED) system) should contain long term (1 year or more) and short term (less than a year) goals. Long term goals should include recommendations on the acquisition of professional skills to prepare the associate for advancement into supervisory, management or executive positions. This may involve some combination of experience, training or developmental assignments. Short term goals should focus on specific actions such as completion of a particular training course, seeking and accepting special projects not usually part of the job, attending conferences, or completing computer based training or correspondence courses.

(2) The purpose of a Mentee IDP is to compliment the traditional IDP by adding the developmental assignment suggestions, self-development career enhancing activities and other experiences that the mentor believes will assist the mentee in advancing within the organization. This can be accomplished by the mentee filling in the new section of the TED Goals/IDP entitled Suggested Career Enhancement Activities.

(3) A Mentee IDP may be prepared when the mentor or mentee feels that a plan would be of benefit. The mentee, in conjunction with his supervisor, and mentor should determine what should be included in their IDP. A sample IDP with mentoring is at Appendix A.

e. Mentee Progress Review. The relationship between mentor and mentee must be reviewed at several levels to determine whether the match is successful. The intent of the review is to assist in developing, implementing and evaluating the Mentee IDP. Participants are required to complete and submit AMSAS Form 600-3 (Mentee Progress Review Record) to AMSAS-HRT. (Note: Mentee progress review's will not be used outside of the ASC Mentoring Program.) Some questions which may be asked are:

(1) Are the goals/objectives of the mentee being met?

(2) Is the mentee acquiring new skills and knowledge useful to his or her career and to the organization?

(3) Are both mentee and mentor satisfied with progress and the mentoring relationship? That is, does the mentor feel that the mentee is gaining from mentoring and that the time of the mentor is being well spent? Does the mentee feel that he or she is getting the kind of advice, guidance and support that will improve their career potential?

f. Program Evaluation. Upon completion of the program, mentors and mentees will complete and submit AMSAS Form 600-4 (Mentoring Program Evaluation) to AMSAS-HRT. Feedback from participants is greatly appreciated and will help to improve the program. (Note: Evaluations will not be used outside of the ASC Mentoring Program.)

Appendix A Sample Individual Development Plan

November 03, 2004

NAME	JOB TITLE	SERIES	GRADE LEVEL
SCHULDT, LISA K	ORG DEV & TNG SPEC	0301	12

CURRENT YEAR REQUESTS

COURSE TITLE	COMP	START DATE	END DATE	STATUS	CLP
INTERMEDIATE SYSTEMS ACQUISITION--A	AQ			APPROVED	37
INTERMEDIATE SYSTEMS ACQUISITION--B	AQ			APPROVED	35

Developmental Assignments

Title	Office	Series	Grade	Gaining Supervisor
HISTORY TRAINEE (4 WEEKS)	AMSFS-HRT			EATON

CONTINUOUS LEARNING CYCLE

Start Date	End Date	Total CL Points

2 - 5 YEAR PLAN

Course Title	Objectives	Fiscal Year
AMC OPERATIONS COURSE-HOW AMC RUNS	The is an intense 5-day course that focuses on AMC and the Command's main effort to develop and field the Objective Force in this decade. It includes the latest information on Army Transformation, Army Reorganization/ Realignment, Total Army Analysis, Revolution in Military Logistics/Combat Service Support Transformation, Force Protection, Human Resources, the AMC and Army budget processes, and how AMC interfaces with HQDA, the Joint Staff, and DOD. GS-11s-15s. Military officers/senior NCOs.	2006

Start Date	End Date
11/01/2004	10/31/2005
Short Term GOALS (1-2 Years)	
Assess college requirements/courses that transfer. Read the following books: The #1 Secrets of Successful Managers; First, Break all the Rules; Now, Discover Your Strengths; and Brave Questions	
Long TERM GOALS (3-5 Years)	
Finish college courses to attain Bachelors Degree in Business Management - apply for JMC 1 yr Leader Development (university) Program.	

Mentee				
Mentor Name	Career Program	Request Date	Status	Timeframe
SCHULDT-SUPV, LISA	CP-00 Not in a Career Program	07 Apr 2004	REQUESTED	

SUGGESTED CAREER ENHANCEMENT ACTIVITIES

Text for this block would come from filling in new text block located in the Goals/IDP section of TED (currently under construction).